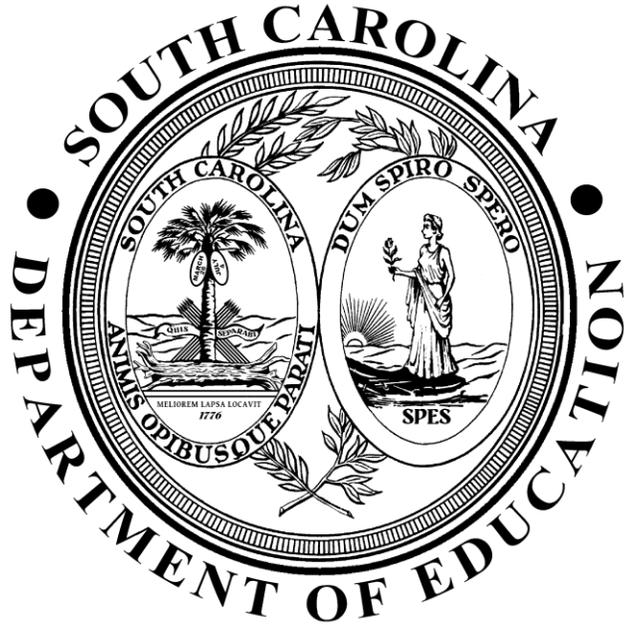


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION



Multi-Tiered System of Supports (MTSS)
Annual Report

Act 213

July 2023

Contents

Contents	1
Summary	2
<i>Profile of the South Carolina Graduate</i> and Office Mission.....	3
Office of Early Learning and Literacy (OELL) Mission	3
OELL Beliefs	3
Introduction.....	4
The Legislative Mandate: Act 213.....	5
Prior MTSS Implementation.....	6
Years One to Three: 2019–20, 2020–21, and 2021–22	6
Year Four: 2022–23	7
Learning Disorders Task Force.....	7
MTSS Implementation and Results, 2022–23	8
Statewide MTSS Implementation Results, 2022–23	8
Professional Development Submissions	8
MTSS Process.....	9
Recommendations and Next Steps for the 2023–24 School Year	9
State Level Recommendations.....	9
District and School Level Recommendations.....	9
Next Steps for the 2023–24 School Year.....	9
Appendix A: District Summaries.....	10
Common Acronyms	103

Summary

The South Carolina Multi-Tiered System of Supports (MTSS) annual report for the 2022–23 school year provides an overview of the fourth year of implementation of a statewide MTSS. This report is compiled based on district submissions, and includes overall universal screening information, MTSS district and school processes, and professional development (PD) related to reading difficulties.

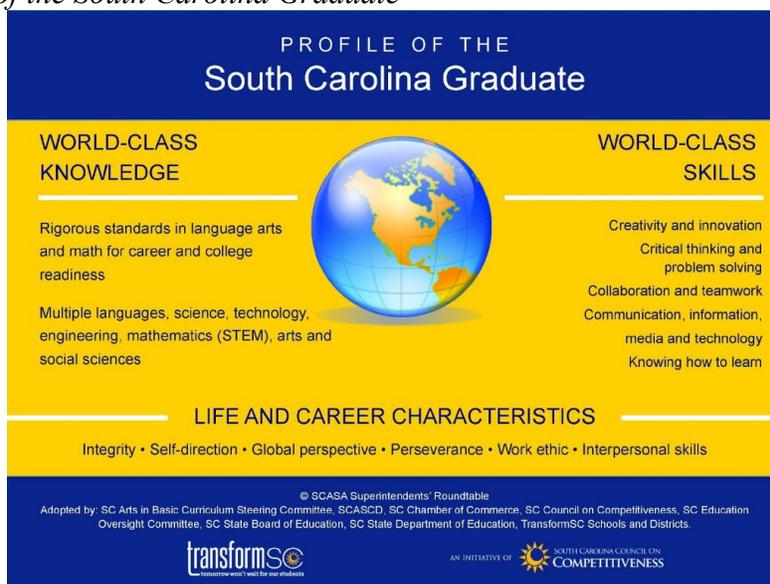
A statewide MTSS is a key component of effecting change in all South Carolina schools. By implementing a strong MTSS, a school commits to supporting teachers as they offer robust Tier 1 instruction coupled with targeted Tier 2 and Tier 3 interventions. Districts continue to focus on improving literacy instruction and interventions in the early grades, and many are expanding their MTSS processes to include middle and secondary implementation.

The implementation of a statewide MTSS is informed by Act 213, including the guidance and direction of the Learning Disorders Task Force (LDTF). More information on the LDTF may be found in the prior MTSS implementation section below.

Profile of the South Carolina Graduate and Office Mission

The vision of the South Carolina Department of Education (SCDE), is that all students graduate prepared for success in college, careers, and citizenship. The SCDE will work to accomplish this vision through state-level leadership and collaboration, as well as school and district support, to operationalize the most effective teaching and learning strategies to help make the *Profile of the South Carolina Graduate* a reality for every student in our state.

Figure 1: *Profile of the South Carolina Graduate*



The *Profile of the South Carolina Graduate* represents the SCDE’s vision for student learning in the state, and has been adopted by a wide body of stakeholders and the state’s General Assembly.

Source: South Carolina Department of Education. (2017). Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

Office of Early Learning and Literacy (OELL) Mission

The mission of the OELL is to support high quality early learning and literacy instruction for all students by building the capacity of educators and collaborating with students and families.

OELL Beliefs

The following core beliefs drive the work of the OELL:

- We believe working in partnership with parents, families, and communities maximizes student performance as outlined in the *Profile of the South Carolina Graduate* and the Profile of the Ready Kindergartener;
- We believe that all children deserve access to high-quality learning environments;
- We believe high-quality personalized instruction encompasses academic, social-emotional, and behavioral supports, and is the key to student success;
- We believe all students can learn through evidence-based, high-quality instruction and interventions; and
- We believe the use of triangulated, relevant data and the monitoring of student progress inform instruction and will be used to improve educational policies and practices.

Introduction

Act 284, otherwise known as the Read to Succeed Act, addresses interventions and supports that are provided to improve core instruction and student outcomes. Act 213 builds on that legislation by introducing a system of supports for students statewide, including conducting universal screeners in reading for kindergartners, first graders, and other at-risk students. MTSS is not a special education initiative; rather, it prompts schools to use a problem-solving model to create a strong core instructional foundation and provide supports to all students to meet their academic and behavioral needs.

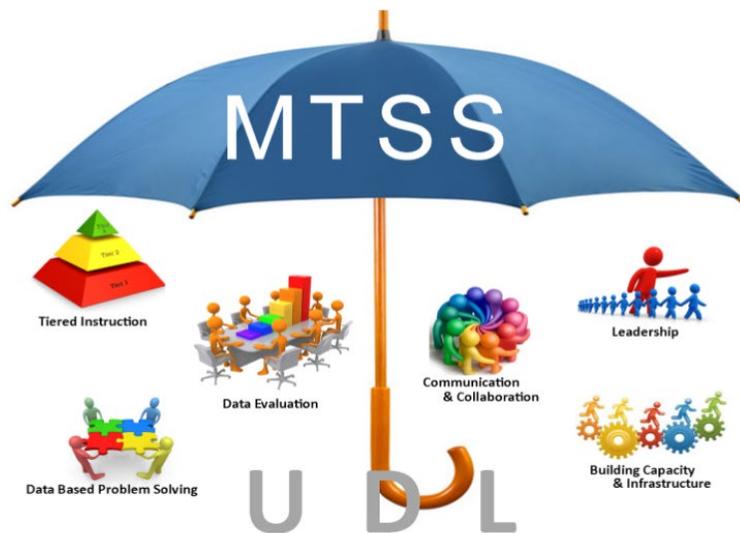
MTSS addresses the needs of the whole child – academically, behaviorally, relationally – through a holistic and personalized system of learning that incorporates academics and behaviors into one framework. This approach recognizes the connection between academics and behavior and addresses both areas simultaneously; such an approach enables educators and support professionals to use data to drive their instructional interventions with students, allowing the student the most growth potential. This process uses interventions that match the skill that needs to be addressed, which was identified through data driven decision making and progress monitoring to increase that student’s potential for success and graduating high school college and career ready.

The goal of a MTSS is to deliver early intervention for every student who struggles to attain or maintain grade-level performance by effectively utilizing best instructional practices within an evidence-based instructional model. An ongoing, systematic process of using student data to guide instructional and intervention decisions is required.

MTSS is founded on six core principles that are essential for students and educators to succeed:

- Leadership,
- Building Capacity and Infrastructure,
- Communication and Collaboration,
- Data-Based Problem-Solving,
- Tiered Instruction, and
- Data Evaluation.

Figure 2: *MTSS Core Principles*



Source: South Carolina Department of Education, MTSS Internal Stakeholders Workgroup.

The Legislative Mandate: Act 213

Governor Henry McMaster signed Act 213 into law in 2018. This law provides direction on the implementation of MTSS and the use of approved screeners. The law's requirements are included below:

Section 59-33-520.

- (A) (1) The State Department of Education shall establish and provide training and support for a statewide MTSS framework that must contain a common data-based problem-solving model, on-going student assessment, and a layered continuum of supports using evidence-based practices. As part of the assessment, a universal screening process must be used to identify students who may be at risk of experiencing academic difficulties in reading, math, or writing, and who also may be at risk of experiencing difficulties in social-emotional development.
- (2) Beginning with the 2019–2020 School Year, to the extent funding is provided or that approved screening tools are available at no cost, a local school district shall use the universal screening process to screen each student in the district who is in kindergarten through first grade three times each school year and as needed in second grade as outlined in the district's universal screening procedures, and any other student as required by the department, for reading difficulties, including dyslexia, and the need for intervention.
- (3) In addition to screening required by this subsection, screening also may be requested for a student by his parent or guardian, teacher, counselor, or school psychologist.
- (B) The district, following the universal screening procedures it conducted, shall convene a school-based team to analyze screening data and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all

students who, based on the screening, are at risk of experiencing academic difficulties, including those students who exhibit the characteristics of dyslexia, as provided by the department. Guidance may include suggestions of tiered interventions, dyslexia-specific interventions, academic and social-emotional supports, and supplemental technology as appropriate for the student's access to assistive technology.

(C) If the RTI process conducted by the district indicates that a student is at risk for experiencing academic difficulties, including dyslexia, the district shall:

- (1) notify the parent or legal guardian of the student;
- (2) provide the parent or legal guardian of the student with information and resource material so that they may assist and support learning for their child;
- (3) provide the student with tiered, evidence-based intervention as defined in Section [59-33-510](#); and
- (4) monitor and evaluate the effectiveness of the intervention and the student's progress.

Prior MTSS Implementation

Years One to Three: 2019–20, 2020–21, and 2021–22

- In June 2019, the OELL released the [South Carolina Multi-Tiered System of Supports \(MTSS\) Framework and Guidance Document](#), which gives district and school leaders in-depth guidance on the six components of MTSS as well as best practices for implementing the system within schools.
- The OELL supported districts as they identified universal screening tools, and Literacy Specialists in the OELL offered professional development on MTSS throughout all three years.
- In response to the pandemic, many districts expanded their core MTSS processes to include upper grade levels, implemented behavioral screening district-wide, and consolidated screening processes to streamline data collection and analysis.
- Based on recommendations from the SCDE and LDTF, many districts adopted new universal screening tools in both literacy and numeracy.
- In fall 2020, the SCDE released the [South Carolina Dyslexia Handbook: A Guide to Early Literacy Development and Reading](#). The handbook was created by a committee of representatives from the educational, medical, and research fields. It covers areas such as the qualities of effective Tier 1 (core) reading instruction, how to screen students for reading difficulties and progress monitor, and how educators can best serve students identified as having dyslexia or other reading difficulties. It also contains resources for parents as well as teacher professional development information.
- As of fall 2022, the statewide instructional hub became available for teachers and staff in all districts statewide. This learning object repository is the result of a partnership between the SCDE and SAFARI Montage, and includes standards-based content for all grade levels and subjects. The OELL also has a dedicated teacher engagement specialist to train educators on how to access and use the hub. For more information, please visit the [hub homepage](#).
- OELL Literacy Specialists and Early Learning Specialists conducted curriculum audits in PLP schools in spring 2021. The audits revealed that many districts did not have a

comprehensive, high-quality core literacy curriculum for early learners. Based on these findings, the SCDE held a review of literacy curricula, held a showcase of approved options, and funded a core curriculum in every PLP Tier 2 and 3 school.

Year Four: 2022–23

- New State MTSS Coordinator: In Spring 2023, the OELL hired an Education Associate who will assist districts and schools with the implementation of MTSS.
- Continued PLP Support: OELL Literacy Specialists continued to target their support for Tier 3 PLP schools, or those in which one half or more of third grade students scored at the lowest achievement level on SC READY ELA in 2018–19. Each Literacy Specialist supported approximately three schools and offered coaches and teachers at their schools weekly on-the-ground support.
- Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Learning: LETRS is a professional learning course for instructors of reading, spelling, and related language skills. It provides teachers with in-depth knowledge and tools they can use with any reading program. The SCDE funded a pilot of LETRS professional learning for all K–3 teachers, assistants, administrators, and other necessary support professionals in PLP Tier 2 and 3 schools. Schools selected two-year cycles beginning in August 2021, January 2022, or August 2022. Statewide implementation of LETRS will begin with a new cohort in Fall 2023.
- Professional Development (PD) of OELL Staff: OELL staff receive regular implementation trainings via continuous PD and cohort-based learning.
- MTSS PD: The OELL offered PD on a variety of MTSS topics. This included book studies on *Integrated Multi-Tiered System of Supports*, sessions on MTSS Next Steps and PLP Curriculum Selections, and virtual coaching conversations and the Principals’ Literacy Institute professional learning community. On-demand MTSS modules also remain available for educators for use during or after the school day.
- State-Funded Tiered Interventions: Based on feedback from district leaders, the SCDE and other state and local agencies provided funding for the following interventions:
 - Dreambox: An evidenced-based program that dynamically adapts to the learner’s conceptual understanding of math as opposed to procedural understanding, providing strategic, individualized instruction.
 - Math Nation: Comprehensive, interactive math resources aligned to the South Carolina College- and Career-Ready Standards Mathematics Standards for 6–8 grade Math, Algebra 1, Geometry, Algebra 2 students and beyond.
 - Tutor.com: Free online tutoring available for families 24 hours a day, seven days a week, and students have access to highly-qualified tutors in over 200 subject areas.
 - artsgrowSC: School and district grants were available for creating quality experiences in the arts for students as well as integrate subject content with the arts.

Learning Disorders Task Force

Act 213 called for the creation of a task force comprised of educators, specialists, and parents to assist the SCDE with identifying universal screening tools as part of the MTSS process. The task

force also serves as a resource to the SCDE and districts on best practices in identifying and serving students with reading difficulties, including but not limited to dyslexia.

In May 2019, LDTF selected a list of eight approved literacy screening tools for use by districts. This selection was based on research compiled by the task force from multiple sources, including the National Center on Intensive Intervention.

In January 2020, the OELL held a Universal Screener Showcase, which allowed districts the opportunity to hear from all approved vendors about their available assessments. Between February 2020 and June 2023, the LDTF added six literacy screeners to the approved list.

MTSS Implementation and Results, 2022–23

Statewide MTSS Implementation Results, 2022–23

Act 213 requires districts to screen all kindergarten and first grade students three times a year for potential reading difficulties, and to develop a district-wide process for offering interventions and services to students with academic and behavioral difficulties. While the law requires districts report on the results of MTSS data for kindergarten and first grade, the MTSS process is used throughout grades 4K–12; therefore, district processes on identifying and serving students with academic and behavioral difficulties carry beyond the elementary level.

Similar to previous years, over 80% of school districts used one of four approved assessments: iReady Diagnostic (24 districts), MAP Reading Fluency (20 districts), Fastbridge (9 districts), and STAR Early Literacy with CBM (8 districts).

Districts used universal screening data to generate counts of students considered at risk of having a potential reading difficulty. These screening results do not mean that all indicated students have reading difficulties—the screening process allows districts to identify students for further testing and intervention. Approximately two-fifths of students were identified as at risk of a reading difficulty and identified for further testing and intervention. It also important to note that the wide variety of available assessments means that comparisons of screening results between districts is not advised.

Professional Development Submissions

Act 213 requires all districts and charter schools to submit information on PD offered to teachers and staff on literacy instruction and reading difficulties, including but not limited to dyslexia. During the 2022–23 school year, the majority of PLP schools began either Year 1 or Year 2 of their LETRS training cycle. For all districts, common PD topics this school year included aligning curriculum and interventions with students’ needs, how to identify and serve students with potential reading difficulties using screening and assessment data, and implementing tiered interventions. Opportunities were provided during district PD days, state-level sessions, and within school cohorts.

Appendix A contains district-submitted summaries of PD implementation throughout the school year and overall screening results.

MTSS Process

Districts are required to create and implement a MTSS protocol/process that streamlines the identification of and supports for students with academic and behavioral difficulties. Districts were asked to submit their current processes as a narrative or flowchart. [The submitted processes may be found here.](#)

Recommendations and Next Steps for the 2023–24 School Year

State Level Recommendations

The SCDE continues to recommend that, if available, funding is provided to districts for required MTSS screening in literacy.

District and School Level Recommendations

Based on this fourth year of implementation, the OELL offers the following recommendations to districts and schools as they continue strengthening their MTSS processes:

- Focus on improving Tier 1 (core) instruction: Until districts reach 80 percent or higher of students performing on grade level, the OELL continues to recommend that districts focus on improving Tier 1 (core) instruction. This includes selecting a high-quality curriculum based on student data and needs, and ensuring that teachers have regular support from instructional coaches.
- Revise the MTSS process annually. After completing the Self-Assessment of MTSS (SAM) annually, districts and schools should review their MTSS processes as needed, and ensure it supports interventions in both academics and behavioral health.
- Expand MTSS beyond the early grades. Multiple districts have incorporated strong MTSS process at the middle and secondary levels, including adjusting scheduling and intervention processes to meeting individual student needs. The OELL recommends that districts examine their current MTSS process and ensure it includes all grades.

Next Steps for the 2023–24 School Year

Based on prior year MTSS data, the OELL has developed actionable next steps, including:

- Support districts using submitted MTSS data. The OELL will support districts by providing resources and training on the appropriate use and analysis of screening data, including how to properly identify students at risk of a reading difficulty and how to serve those students via instruction and intervention.
- Support the statewide expansion of LETRS training. The OELL will continue to assist all Tier 2 and 3 schools as they complete LETRS, and will also support the first cohort of statewide districts beginning LETRS this fall.
- Share organized MTSS resources and begin statewide updates. The Regional 6 Comprehensive Center (RC6) completed an analysis of statewide MTSS implementation and available statewide resources. The state's new MTSS coordinator will work with districts to review their findings and plan for statewide support.

Appendix A: District Summaries

The following information was submitted by districts via an online survey tool. Common acronyms referenced by districts may be found on page 103.

Please note that some districts reported screening more students than enrolled on the 135th day of school; this is due to student movement in and out of the district throughout the school year.

District Name: Abbeville

District Professional Development Summary

LETRS Training was provided for all Reading Coaches, our PLP school, and a representative from each grade level at other non-PLP schools. Reading Coaches at each school conducted various PD based on the school need which included information on MTSS and Dyslexia.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	192	99%
First Grade	232	100%
Second Grade (optional)	0	0%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	40
First Grade	77

District Name: Aiken

District Professional Development Summary

District-wide professional development days and Saturday workshops are the foundation for the MTSS professional development offerings within the District. The annual district-wide FIRE Conference (Fueling Instructional Rigor in Educators) provides us with a common PD opportunity for all schools within the District. In addition to numerous skill-based sessions delivered by SCDE staff and external content experts such as Kelly Boswell, who held regional workshops at five elementary sites, District Content Interventionists and selected vendors representing Tier Two and Tier Three interventions, delivered professional development sessions throughout the year. A district-wide focus at both elementary and middle levels also included close reading strategies and best practices in text-dependent analysis.

The 2022–23 school year also included a continued focus on phonics instruction in all elementary classrooms. Five elementary schools, identified literacy coaches, and elementary instructional leaders completed the 2nd year of the LETRS training while implementing strategies learned in year one to advance phonemic awareness, phonics skills and morphology.

We have several additional elementary schools that are anxious to begin the LETRS training and we look forward to additional opportunities that are being offered by the SCDE to extend this robust training throughout all elementary schools.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1746	106%
First Grade	1826	102%
Second Grade (optional)	1107	64%

Screening Tool: FAST (FastBridge)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	388
First Grade	441

District Name: Allendale

District Professional Development Summary

The District conducted several professional development training sessions for iReady: November 29, 2022; November 30, 2022; December 12, 2022; April 25, 2023; April 26, 2023; April 27, 2023; May 18, 2023

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	52	100%
First Grade	70	100%
Second Grade (optional)	19	35%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	0
First Grade	10

District Name: Anderson 01

District Professional Development Summary

The district revamped our MTSS approach this year. A district MTSS team created flowcharts for the MTSS process at the elementary and middle schools. Professional learning helped to support our MTSS team and all teachers in the area of reading difficulties. The district provided training on the STAR (Renaissance) universal screener, including how to identify struggling readers based on a myriad of reports within that system. Additionally, the Read to Succeed coursework created by our literacy coaches supports our teachers in teaching literacy while supporting the needs of struggling readers. Our district partnered with Southern Wesleyan University (SWU) to offer Project Read training for linguistics. Each school had teachers trained in this area. At the individual school level, literacy coaches trained teachers on best practices in reading via guided reading/small group instruction and conferring. Our SPED teachers continued PD utilizing the Reading Horizons program which focuses on an OG-approach to phonemic awareness and phonics. Finally, all teachers have received training from Solution Tree and our instructional team on the Professional Learning Community process. This training involves teachers in collaboration focused on identifying students who are not proficient in the area of reading and then the sharing of strategies and structures to support those students.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	828	100%
First Grade	778	100%
Second Grade (optional)	822	100%

Screening Tool: STAR Early Literacy with STAR CBM fluency tasks

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	75
First Grade	4

District Name: Anderson 02

District Professional Development Summary

Reading professional development was provided monthly at each school during grade-level PLC times. Reading Coaches and school and district administration provided this based on team needs. Grade level screening, diagnostic, and common formative assessment data were used to determine the professional development sessions.

District Reading professional development was provided by our Director of Curriculum to grade-level team leads on a monthly basis as well based on district formative and summative data on student achievement. HMH (Houghton Mifflin Harcourt) provided several professional development sessions for Into Reading Curriculum K–3 grade at each school and district wide.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	260	100%
First Grade	258	100%
Second Grade (optional)	0	0%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	47
First Grade	53

District Name: Anderson 03

District Professional Development Summary

PD Opportunities:

- Reading Horizons Refresher
- High Progress Literacy Classroom
- Quarterly Intervention PD
- Monthly MTSS Meeting
- Vertical Planning
- Heggerty K4–2nd Grade
- Best Practice for Science of Reading
- Book Study on *Shifting the Balance*
- Responsive Teaching Using Data

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	176	92%
First Grade	189	92%
Second Grade (optional)	71	38%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	52
First Grade	40

District Name: Anderson 04

District Professional Development Summary

Professional development opportunities related to reading are provided to teachers in Anderson District 4 in a variety of ways on a regular basis on varied topics. Literacy Coaches (LCs) started the year providing PD by reviewing LAP folder expectations and updated/revised forms, Fountas and Pinnell Benchmark Assessment administration training, folder documentation, and assessment schedules. Literacy Coaches established the foundation for striving readers to receive Tier 2 and Tier 3 reading interventions that would positively impact student reading abilities. This was achieved by analyzing reading data from initial assessments, hosting data meetings with Reading Interventionists (RI), facilitating conversations between RIs and classroom teachers, forming intervention groups, creating intervention schedules, and serving small groups of students with reading interventions while implementing research-based classroom strategies that serve as a model for classroom teachers. Literacy coaches consistently host data meetings. They help classroom teachers ensure students are reaching benchmark reading levels, by identifying best practices and research-based strategies to move students forward. This is done through grade-level and one-on-one support, team planning and teaching, modeling classroom instruction, and observing to provide feedback in order to identify best practices for individual students.

Throughout the school year, Literacy Coaches research, plan, and facilitate online and school-based learning opportunities. Some of these included: HMH's Into Reading as the Tier 1 reading curriculum for Anderson 4, Amira as the state's dyslexia screener and practice program, and Waggle, a supplemental online program that provides students with adaptive personalized practice. LCs provide training to reading interventionists and new teachers in Leveled Literacy Interventions (LLI). They provide grade level and one-on-one support, data analysis of progress monitoring, and modify lessons to meet the needs of small groups. The Science of Reading (SOR) is integrated into reading interventions and classroom instruction through Orton-Gillingham strategies. LCs analyze the impact of Orton-Gillingham strategies and support teachers and RIs in determining next steps for student growth. Literacy Footprints is also grounded in SOR, and LCs provide ongoing professional development, data analysis of running records, and lesson planning support to ensure striving readers have personalized instruction. Rigby Readers provide an opportunity for LCs to offer professional development to teachers in taking running records and how to use them as a tool for progress monitoring.

In order to support reading engagement and personalized coaching, LCs conduct classroom visits and provide feedback to all reading teachers regarding instructional practices and how to meet the needs of individual students they serve.

LCs host regular Professional Learning Opportunities throughout the year based on the needs of their staff and students, district and state initiatives, data analysis, and school and district reading plan goals. LCs help teachers analyze Read to Succeed criteria and Retention Conference data as they prepare for parent conferences. To stay abreast of current reading research and SOR instructional strategies, LCs plan for and teach their own intervention small groups of striving students on a daily basis. This work helps LCs establish credibility with teachers while

continuing to refine their own craft. LCs host MTSS data meetings and are active participants who support teacher analysis of student data, create progress monitoring instruments, and provide individual support as teachers progress monitor their students.

As LCs receive feedback, resources, and training from SCDE, such as State Testing Boundaries, Sample Release Items, Test Data Review Reports, Unpacking 2023 ELA State Standards, they share these resources with grade level teams. LCs model and support teachers in grades 3–6 with SC Ready ELA Writing Component (TDA) instruction.

LC's seek out research based strategies and attend professional development sponsored by state literacy organizations, such as Palmetto State Literacy Association (PSLA) and Southeastern Regional Reading Recovery Conference (SERRRA). LCs collaborate with the teachers who accompany them to the conference to integrate what was learned into the school's reading curriculum, and prepare and share slide presentations with staff at the school. In addition, LCs are members of professional organizations, such as The International Literacy Association and Foothills Chapter of PSLA in order to have access to current SOR research to incorporate into PLCs and to be a knowledgeable resource for the teachers they serve. LCs serve as liaisons between the district and individual elementary schools. They report progress of district and state literacy initiatives, and teacher questions and concerns.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	225	102%
First Grade	253	100%
Second Grade (optional)	0	0%

Screening Tool: Amira (HMH)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	10
First Grade	2

District Name: Anderson 05

District Professional Development Summary

During the 2022–23 school year, six schools engaged in LETRS training. This has been instrumental in impacting teacher practice and understanding of effective evidence-based reading instruction. Two schools have provided Orton Gillingham training to all teachers. This has impacted the explicit instruction utilized by teachers. Additionally, teachers have received training on DIBELS 8th edition and have been trained to utilize the data to make instructional decisions for students based on need.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	870	100%
First Grade	895	100%
Second Grade (optional)	0	0%

Screening Tool: iSTEOP Oral Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	307
First Grade	173

District Name: Bamberg

District Professional Development Summary

Professional development opportunities were provided on implementing the HMH curriculum and intervention (Almira and Waggle); grade level and curriculum meetings included conversations regarding Tier 2 instruction.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	128	124%
First Grade	130	100%
Second Grade (optional)	35	31%

Screening Tool: Acadience Reading (formerly DIBELS Next)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	61
First Grade	97

District Name: Barnwell 45

District Professional Development Summary

2022–23 Focus Topics:

- Fountas & Pinnell Assessments; Fountas & Pinnell Leveled Literacy Interventions Training (New Hires)
- STAR Assessment Training, KRA Training, Using Data to Create LLI Reading Groups, Dyslexia Awareness
- Curriculum Reviews, Reading Standards
- Writing Across the Curriculum
- Phonics Training - Letterland

Training was provided to support writing across the curriculum, phonics, reading diagnostic records, F&P, LLI, Letterland phonics and curriculum alignment to reading standards weekly during planning periods throughout the school year.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	126	97%
First Grade	146	99%
Second Grade (optional)	129	100%

Screening Tool: STAR CBM (Renaissance Learning)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	85
First Grade	91

District Name: Barnwell 48

District Professional Development Summary

Kelly Edwards Elementary School conducted literacy based professional development based on the needs identified amongst our student population. Together, our staff deepened their knowledge and understanding of the science of reading and spelling, reading, and language instruction overall through intensive LETRS training and case study practice. In addition to LETRS, our staff received training to help bridge the gap between intervention and classroom instruction. Teachers learned strategies to help support their daily learning activities with students. Teachers also received training to help scaffold students' understanding of text to lead to more confidence and proficiency in TDA responses. With this learning, teachers were able to help students make connections, read with purpose, and relate to literary and informational text concepts through written responses.

MEMS was afforded the opportunity this year to participate in LETRS (Language Essentials for Teachers of Reading and Spelling) comprehensive professional learning. LETRS is designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Teachers did sessions on their own and met weekly to collaborate with others to discuss their learning. The literacy coach facilitated each collaboration session and modeled the strategies learned during the LETRS units for each group so that teachers understood the strategies and were able to implement them correctly in their classroom.

The MEMS intervention team also met regularly with teachers helping them to dive deeper into iReady and how to use the resources and data for small group instruction.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	74	99%
First Grade	83	92%
Second Grade (optional)	64	81%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	13
First Grade	19

District Name: Beaufort

District Professional Development Summary

The Professional Development Plan for the Beaufort County School District for the 2022–23 school year aims to address the learning needs of educators at different stages of their development. The plan includes a summary of key information collected on the district's needs, recommended sessions, target audiences, and important dates to keep in mind.

The plan highlights several key focus areas. Firstly, the implementation of iReady Diagnostic and Instruction for Reading and Math district-wide for grades K–8, as well as grades 9-12 for Special Education. Additionally, iReady Classroom Mathematics will be implemented in grades K–5 district-wide. Special Education district-wide will also focus on Phonics for Reading in grades 3–8.

The educators who will receive professional development are categorized into different groups based on their school level and roles. These include elementary schools, K–8 schools, middle and high schools for Special Education, as well as elementary and middle school Numeracy & Literacy Coaches. The plan outlines the number of contracted days for professional development specialists and provides additional days for specific programs.

Several structures and resources are suggested to support the professional development sessions, including monthly portfolio meetings and monthly coaches meetings. The plan also identifies key contacts responsible for coordinating the professional development efforts.

The Professional Development Plan provides a detailed schedule of sessions throughout the school year. These sessions cover various topics such as planning for the upcoming year, analyzing historical data, implementing iReady, teaching iReady Classroom Mathematics, and introducing Phonics for Reading. Different sessions are designed for different target audiences, including novice teachers, interventionists, special education teachers, literacy coaches, and instructional specialists.

The plan also includes sessions focused on IEP writing, utilizing diagnostic reports, analyzing data, and providing tailored support based on the assessment results. The plan recommends specific dates for each session and specifies the session types, whether virtual or on-site facilitated PD sessions.

Overall, the Professional Development Plan for the 2022–23 school year in Beaufort County School District aims to address the specific needs of educators at different stages of their professional development, providing them with the necessary support and resources to enhance their instructional practices and student outcomes.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1452	100%
First Grade	1505	99%
Second Grade (optional)	1581	100%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	239
First Grade	576

District Name: Berkeley

District Professional Development Summary

We offered a variety of PD for teachers and also encouraged outside PD on the Science of Reading, *Shifting the Balance*, and using a decision tree using a data-based protocol.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	2677	100%
First Grade	2912	100%
Second Grade (optional)	2377	85%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	366
First Grade	625

District Name: Calhoun

District Professional Development Summary

CCPS was able to hold 5 PD sessions that correlate with MTSS. Additionally, we held three meeting to update the process in conjunction with the Offices of Teaching/Learning and SPED.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	105	98%
First Grade	120	100%
Second Grade (optional)	0	0%

Screening Tool: aimswebPLUS (Pearson)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	38
First Grade	68

District Name: Charter Institute at Erskine

District Professional Development Summary

Professional development was offered monthly by CIE to Literacy Leaders/Coaches within each of our school buildings in a face-to-face setting. The Literacy Leaders trained and shared information with school staff. Each of our schools then offered various professional development to teachers related to reading difficulties. Some of these opportunities include: Monthly data meetings to discuss strategies to intervene with reading difficulties, monthly PD related to academic feedback for reading strategies, OG training, LETRS training, Monthly grade band PLC meeting with reading coaches, and regular small group professional development based on research-based strategies.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1106	101%
First Grade	1209	100%
Second Grade (optional)	921	75%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	300
First Grade	270

District Name: Charleston

District Professional Development Summary

Approximately 37 unique professional development sessions related to increasing capacity for Reading/ELA curriculum and addressing needs of students with reading difficulties were delivered to elementary, middle, secondary and exceptional children (special education) teachers, literacy assistants, instructional coaches, interventionists, resource teachers, and administrators throughout the 2022–23 school year.

The 22-23 school year for exceptional children, secondary teachers, and resource teachers started with curriculum implementation training using Language! Live, iSpire, Read 180, and System 44 Reading; new and returning middle school literacy interventionists, assistants, and instructional coaches received training by a Voyager Sopris facilitator for Language! Live and Rewards curriculum; and a School Specialty facilitator reviewed implementation of Sounds Simple and SPIRE curriculum with literacy interventionists and literacy assistants.

Additionally, elementary exceptional children teachers, resource teachers, interventionists, assistants, and instructional coaches received training on Passport Reading, FastBridge, Heggerty Bridge the Gap, and Corrective Reading at the beginning of the school year. Low incidence teachers received a separate training focused on Unique Learning Systems Reading, Math, Social Studies, and Science.

Mid-year professional development opportunities included sessions for Reading Mastery, Wilson Reading, and Skills Block for co-teaching/push-in model. Acceleration Middle School Literacy Interventionists and literacy assistants in participating pilot schools received Ready Reading training for implementing the curriculum with grade 6-8 scholars.

Second semester training began with a three-day workshop sponsored by the Council for Administrators of Special Education on Deciphering Dyslexia for Exceptional Children coordinators, instructional specialists, and school psychologists. Training for Letterland Curriculum was provided to resource teachers; Progress Monitoring Report Data Analysis training for literacy interventionists, assistants, and instructional coaches; and 10 pilot schools received curriculum overview and implementation training on Magnetic Reading for grades K–2 and 3–5.

Train-the-trainer sessions for Passport, Reading Mastery, and Corrective Reading provided in late spring 2023 to Exceptional Children Instructional Specialists and Model Teachers enhanced the Exceptional Children Instructional Specialist team with the ability to train exceptional education teachers and resource teachers in implementing reading curriculum across our district.

On-going training for Language Essentials of Teachers of Reading and Spelling (LETRS) has been provided districtwide for K–5 Teachers, literacy interventionists, special education teachers, ML Teachers, and K–5 administrators throughout the school year. LETRS training continues to be a priority of the District.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	4203	112%
First Grade	4376	113%
Second Grade (optional)	1456	38%

Screening Tool: FAST (FastBridge)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	2207
First Grade	2427

District Name: Cherokee

District Professional Development Summary

LETRS training for our PLP schools and all other elementary received OG training. At the beginning of the year, we had training for teachers to complete intervention cards, and progress monitoring tools, and coordinate interventions with data-based needs.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	542	99%
First Grade	592	99%
Second Grade (optional)	452	84%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	31
First Grade	59

District Name: Chester

District Professional Development Summary

K–5 teachers at Palmetto Literacy Project schools began Year 2 of their LETRS professional learning. New teachers at these schools began year 1. Literacy coaches at non-PLP schools also began year 1 of LETRS professional learning. Literacy coaches at both PLP and non-PLP schools met every Friday (PLP) with the SCDE LS for professional learning and every other Friday (non-PLP) with the SCDE LSs for professional learning. Teachers at PLP schools were provided training on how to implement their two-year ELA curriculum (Savvas -My View Literacy). Non-PLP schools were provided digital access to the curriculum free-of-charge mid-year. Training was provided to literacy coaches to share with staff. The K–5 reading interventionists at all elementary schools were provided a three-day training on how to implement their word recognition intervention curriculum, SLANT structured literacy. This curriculum follows the Orton-Gillingham framework of structured literacy intervention. They also received ongoing support from the trainers/owners of SLANT throughout the year. Moreover, the Director of Literacy met with the reading interventionists quarterly to review student data, make instructional decisions and recommendations, and review the effectiveness of the Language Comprehension Tier 3 curriculum (LLI) and the Word Recognition Tier 3 curriculum (SLANT). All literacy coaches were provided monthly professional learning at the District Office by the Director of Literacy.

Topics included (not an exhaustive list):

- Word recognition strategies,
- Language comprehension strategies,
- Decodable versus leveled text,
- PD on how to use Foundations A-Z instructional software,
- Use of the new MTSS pathways,
- K–2 pacing guides aligned to the new ELA standards and aligned to UFLI Foundations
- Revised Kindergarten report card aligned to the new standards,
- LETRS assessment training for 4th and 5th grade,
- MAP Reading Fluency Dyslexia screener,
- ELA benchmarks and CFAs,
- Data analysis,
- MAP Growth reading reports (ASG) and coaching cycles,
- ELA standards alignment with the new curriculum for PLP and non-PLP teachers, Science of Reading,
- K–5 MTSS ELA Procedural Pathway Packet,
- CCSD ELA Student Intervention Decision Tree,
- CCSD ELA Student Intervention Pathway,
- CCSD ELA Cut Score Guidance Document,
- CCSD ELA Progress Monitoring and Resource Document,
- UFLI Foundations for K–2 as Tier 1 curriculum (for 2023–24), and
- UFLI Foundations for 3–5 as Tier 2 intervention (for 2023–24).

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	358	105%
First Grade	384	103%
Second Grade (optional)	340	99%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	200
First Grade	196

District Name: Chesterfield

District Professional Development Summary

Literacy coaches in the district received LETRS training this past year. They have completed volume one and volume two in order to assist classroom teachers with reading instruction for struggling students. In addition, the district continued to offer the Early Literacy graduate class for early childhood teachers and interventionists. This was offered through a partnership with Clemson University and the Reading Recovery Teacher Leaders. Finally, each elementary school implemented RISE as an intervention framework. This was used as job embedded professional development for teachers to observe the connection of reading, writing, and word study within the framework.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	479	100%
First Grade	488	100%
Second Grade (optional)	171	36%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	288
First Grade	204

District Name: Clarendon

District Professional Development Summary

During the 2022–23 school year, teachers were provided with multiple opportunities to receive professional development (PD) related to reading difficulties. Reading coaches provided PD on the following topics.

- Effective data use to diagnose reading difficulties and guide instruction for all students and for students needed Tier 2 and Tier 3 support;
- The background and importance of phonological awareness and ways to implement systematic and explicit phonics instruction;
- Structuring small group reading instruction and reading intervention time;
- Delivering standards-based reading instruction; and
- Making literacy stations meaningful.

Our district also hired two consultants to guide us in building our MTSS framework. Along with the collaboration and an online management tool came professional development on structured literacy, progress monitoring, small group instruction, and standards-based reading instruction.

All teachers at one of our schools, which has been identified as part of the K–5 Palmetto Literacy Project, received LETRS® instruction in units 1–4. All reading coaches at the other K–5 schools also received LETRS® training.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	275	99%
First Grade	264	89%
Second Grade (optional)	263	88%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	141
First Grade	132

District Name: Colleton

District Professional Development Summary

Colleton County School District provides teachers with systemic and periodic professional development related to literacy and reading difficulties. All teachers providing any type of language arts/reading instruction participated in focused literacy professional development. This included interventionists, language arts teachers, and special education teachers. Early childhood and elementary teachers were provided monthly onsite training sessions with the Open Court Curriculum providers. Our kindergarten through grade three teachers participated in the LETRS training provided by the state. New teachers had extensive training on the curriculum and along with day-to-day classroom support provided by the reading coach. Reading interventionists were provided professional development focused on Orton Gillingham and LETRS. Our middle school teachers were provided training from Curriculum Associates on the new reading curriculum, Ready Reading throughout the school year. The professional development was continued throughout the school year for our special education teachers in literacy utilizing the services of Teach Town, Reading Horizons, Read 180 and Achieve 3000.

Teachers at all levels met in weekly professional learning community meetings to review content and/or participate in model lessons for their peers. Our reading coaches would provide side by side coaching to ensure lessons were aligned with standards and practices that would support students with reading difficulties.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	313	99%
First Grade	387	99%
Second Grade (optional)	0	0%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	7
First Grade	60

District Name: Darlington

District Professional Development Summary

K–3 grade teachers (PLP Schools) participated in Volume 1 of LETRS training or completed Volume 2. All teachers participated in weekly PLCs discussions analyzing data and identifying best practices in literacy to assist all students to reach mastery. Professional development sessions were provided in all areas of the literacy block, as well as basic understanding of the big five components of literacy. New teachers were provided coaching cycles to assist them in literacy instruction. Instructional coaches modeled lessons to provide further insight and planning into their own instruction. 1st-5th grade teachers participated in weekly PLCs focused on analyzing data to determine and plan for students' needs. Teachers also participated in monthly Professional Development sessions that focused on small group instruction. We developed and reviewed action plans and instructional strategies for promoting student growth. PLC and PD sessions became cycles for learning instructional strategies and analyzing data to determine and plan for small group instruction. 1st-5th grade teachers participated in weekly PLC meetings that focused on analyzing student data, addressing and planning for student needs, and teaching with intentionality- documenting all in the Literacy Assessment Portfolios. We reviewed the assessment processes and how to give and analyze reading and writing data, the planning of small groups in reading and writing, and conferencing in both.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	580	100%
First Grade	702	101%
Second Grade (optional)	655	96%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	182
First Grade	296

District Name: Dillon 03

District Professional Development Summary

The following Professional Development opportunities were provided for the following groups:

- Fountas and Pinnell Reading along with Fountas and Pinnell Leveled Literacy Instruction overview was provided in the fall of 2022 for our K–3 teachers.
- Guidance using small group instruction was provided throughout the year by a reading coach.
- Using iReady data to inform instruction was provided by an iReady consultant and reading coach.
- Small group instruction was provided by a Lower Elementary grade level teacher.
- Primary teachers were provided a phonics revisit using appropriate Montessori materials with take back to class materials.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	126	105%
First Grade	91	103%
Second Grade (optional)	0	0%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	15
First Grade	20

District Name: Dillon 04

District Professional Development Summary

Please see Dillon 4's [MTSS process summary document](#) for more information on professional development plans.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	282	103%
First Grade	358	104%
Second Grade (optional)	0	0%

Screening Tool: Amira (HMH)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	45
First Grade	60

District Name: Dorchester 02

District Professional Development Summary

- Foundational Principles for Teaching Reading and Spelling (Phonemic Awareness and Phonics)
- System 44 Teacher Training
- K–5 Literacy Model Training
- READ 180 Professional Development
- Dyslexia Training

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1837	100%
First Grade	1820	97%
Second Grade (optional)	0	0%

Screening Tool: aimswebPLUS (Pearson)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	437
First Grade	677

District Name: Dorchester 04

District Professional Development Summary

All teachers (kindergarten through fifth grade, special education, and pre-kindergarten) in Dorchester District Four participated in Language Essentials for Teachers of Reading and Spelling (LETRS) training. Our identified Tier 2 Palmetto Literacy Project school, Harleyville Elementary, just completed Unit 6. Because all of our schools have students reading below grade level, our Board of Trustees' instructed the Superintendent to provide the same training (at the district's expense) to the remaining two elementary schools: Williams Memorial and Clay Hill Elementary as well as to all fourth, fifth and pre-k teachers at Harleyville. These cohorts of teachers just completed Unit 4.

In addition to receiving LETRS training, we incorporate the learning into our Professional Learning Communities (PLC). During PLC, we addressed using assessments to make instructional decisions such as, using STAR/MAP data to understand their students' achievement and learning gaps, using data to determine small group reading interventions, etc. Teachers received Core Knowledge Language Arts (CKLA) training for our new ELA curriculum implemented in grades K - 5. This curriculum is grounded in the Science of Reading. This professional development made teachers familiar with the curriculum and how it uses content knowledge in science, history and literature to provide a rich, systematic, research-based instruction. Teachers also received PD on instructional strategies and differentiated instruction.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	141	96%
First Grade	148	98%
Second Grade (optional)	52	34%

Screening Tool: STAR Early Literacy with STAR CBM fluency tasks

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	97
First Grade	93

District Name: Edgefield

District Professional Development Summary

A variety of professional learning was provided through ongoing PLC support with literacy coaches, as well as more formal training opportunities through Lexia and other district staff. Our Elementary schools have all built "Whatever I Need" (WIN) Time into their master schedules and teachers received some professional development on how best to both group and share students to better meet diverse needs of students while playing on the strengths of teachers. We use Lexia Core 5 personalized software as a part of differentiated core instruction during literacy stations. Teachers were provided continued support in the use of Lexia, including how to pull and deliver skills lessons that kids were struggling with. This was beneficial for WIN time, as that became Tier 2 intervention provided by the classroom teachers. Literacy coaches and school-based leadership were provided some support in using resources such as IntensiveIntervention.org and FCRR to help teachers target specific needs. PLCs had data conversations after screening administration and were encouraged to use the MAP Learning Continuum and other resources provided by NWEA to help target needs. In addition, Our PLP school began LETRS training in January and will continue through December of 2024.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	218	92%
First Grade	242	94%
Second Grade (optional)	0	0%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	86
First Grade	93

District Name: Fairfield

District Professional Development Summary

Reading Coaches convened monthly for professional development and collaboration. The focus was coaching conversations and professional development that would assist teachers with instructional strategies to develop and hone in on skills that would impact students with reading difficulties. Reading Coaches at each location provided professional development for the teachers in the areas of effective small group instruction, TDA writing, Level Literacy Interventions, Fountas and Pinnell, explicit phonics instruction, standards analysis, DOK levels, lesson planning and structure, and lesson pacing. All Reading Coaches model lessons and co-teach as appropriate. Interventions such as Read 180/System 44 and Leveled Literacy Intervention are implemented within the school day. Professional development and coaching have been implemented monthly to ensure all interventions are implemented with fidelity. During the 2022–23 school year, our Palmetto Literacy Project school successfully completed course one of LETRS. They have consistently applied the strategies learned during the course to their classroom environment.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	146	99%
First Grade	142	99%
Second Grade (optional)	0	0%

Screening Tool: STAR CBM (Renaissance Learning)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	53
First Grade	58

District Name: Florence 01

District Professional Development Summary

The district provides initial training to all administrators and instructional leaders during the first week of district professional development. Training is then provided to the lead MTSS person in the school by our MTSS District Coordinator. Teachers are trained by the school lead MTSS personnel and can schedule school trainings with our MTSS District Coordinator if needed. Florence 1 Schools provide monthly meetings with our school lead MTSS personnel.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	955	80%
First Grade	1091	93%
Second Grade (optional)	62	6%

Screening Tool: STAR CBM (Renaissance Learning)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	69
First Grade	77

District Name: Florence 02

District Professional Development Summary

Our staff participated in training that focused on using the iReady Diagnostic to make instructional decisions for students as well as to identify students who may need additional or more intensive interventions.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	88	110%
First Grade	74	103%
Second Grade (optional)	0	0%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	14
First Grade	15

District Name: Florence 03

District Professional Development Summary

Weekly PLCs were provided on a variety of topics to support students with reading and writing difficulties. Topics included but not limited to Letterland; 100 Book Challenge with Target4ed Reading Instruction; Connecting Writing to Reading; Building Reading and Writing Stamina; Writing Conferences; Analyzing Running Records; MTSS Tier 2 and 3 Strategies, and Progress Monitoring. Palmetto Priority Schools also had additional PD with LETRS trainings.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	242	100%
First Grade	269	106%
Second Grade (optional)	0	0%

Screening Tool: easyCBM Reading

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	53
First Grade	61

District Name: Florence 05

District Professional Development Summary

Fall 2022

- Palmetto Literacy Project LETRS Support
- PLP Science of Reading Curriculum Support

Spring 2023

- Bouncing Back from the Pandemic in Pre-K
- Plugging Your PLCs into Systematic Emergent Literacy Instruction
- Making Sense of Phonics virtual book study
- Effective Universal Instruction: An Action Oriented Approach to Improving Tier 1 virtual book study

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	84	99%
First Grade	95	98%
Second Grade (optional)	23	28%

Screening Tool: Acadience Reading (formerly DIBELS Next)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	30
First Grade	52

District Name: Georgetown

District Professional Development Summary

Georgetown County School District continued the work with various consultants that would increase the knowledge of teachers in the area of the reading process. The professional development ranged from the foundations of phonemic and phonics routines, effective small group instruction, student engagement/discourse, and LETRS. We have learned that some topics are needed in all of our buildings but may not need to be delivered to all teachers. As we look at the needs of students based on data we look at the needs of our teachers based on classroom walk through trend data (over a period of time) to determine who has a need and specifically what is the professional development need. Therefore, schools have been able to have a more laser focus on the needs of the teachers. The professional development may sometimes not look like a typical PD session but may lend itself to more of a coaching and support model. This can be a small group of teachers or a one-on-one session. This approach has been very beneficial for the GCSD.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	547	97%
First Grade	584	98%
Second Grade (optional)	538	98%

Screening Tool: DIBELS 6th or 8th Edition

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	208
First Grade	242

District Name: Greenville

District Professional Development Summary

As part of the state's Palmetto Literacy Project (PLP), the South Carolina Department of Education is supporting 5,500 K–3 educators and elementary principals from Tier 2 and Tier 3 schools with evidence-based practices for reading instruction. The South Carolina LETRS Science of Reading Professional Learning Courses provides sustained and job-embedded professional learning about the science of reading. These courses are based on LETRS® (Language Essentials for Teachers of Reading and Spelling) literacy professional learning for teachers. LETRS is based on the science of reading, which teaches the how, what, and why of literacy acquisition to improve instructional practice and impact long-term systemic change in literacy instruction.

Greenville County has invested in an expansion beyond K–3 teachers to include teachers in grades 4 and 5 at the PLP locations, as well as kindergarten assistants and administrators. During the 2022–23 school year, each LETRS participant has completed four online course units, inclusive of pre-post assessments, as well as participated in four whole-day professional development trainings. During the 2023–24 school year, an additional four online course units and four day-long professional development sessions will be completed.

Outside of the PLP schools, all Literacy Specialists in GCS attend a monthly meeting to use data in a targeted way to determine and address Tier 1, 2, and 3 needs.

All reading interventionists also receive Professional Development regarding the Science of Reading, understanding and mitigating factors that contribute to under-performance in reading, and analyzing data to improve all tiers of instruction.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	5790	103%
First Grade	6113	101%
Second Grade (optional)	2897	49%

Screening Tool: FAST (FastBridge)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	4088
First Grade	3052

District Name: Greenwood 50

District Professional Development Summary

Multiple professional development opportunities in reading and writing were provided to assistants, teachers, literacy coaches, and administrators. All elementary classrooms are provided embedded modeling of Open Court Lessons on a consistent basis, by the literacy coach assigned to the school. Select teachers and administrators within the district (PLP Teachers and teachers who sign up) participate in LETRS training, provided by SCDE and Voyager Soparis. The focus for induction and first-year teachers revolved around Open Court (phonics strategies, syllable training, Red Band training, decoding multisyllabic words, and tiers 2 and 3 phonics strategies) as well as Write from the Beginning Strategies. Assistants were trained in Hegerty and phonemic tiles and reks for small groups. Teachers were provided opportunities to take Virtual SC Graduate classes in Literacy. SCDE directly provided professional development in TDAs and Critical Analysis.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	577	96%
First Grade	582	96%
Second Grade (optional)	592	92%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	409
First Grade	254

District Name: Greenwood 51

District Professional Development Summary

- 9/13/22: Analyzing MAP and Collective Efficacy (Joni Snyder & Carla Owens)
- 10/18/22: Deeper data analysis, collective efficacy, intro to new ELA draft standards (Joni Snyder)
- 1/17/23: "Everything you need to know about the Science of Reading." Mid-year MAP analysis, Mid-year student data
- 2/21/23: What the Science of Reading tells us about how to teach decoding-including phonics and ELA standards review
- 3/14/23: MAP goal setting, support fluency and comprehension with practices grounded in the Science of Reading. Decisions, data, and doing the Science of Reading
- 4/18/23: End of Year supports for struggling readers

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	80	101%
First Grade	71	106%
Second Grade (optional)	73	100%

Screening Tool: DIBELS 6th or 8th Edition

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	48
First Grade	29

District Name: Greenwood 52

District Professional Development Summary

Professional development opportunities were provided through various formats and lenses. These opportunities were data-driven and offered support to teachers on how to access and utilize data and support resources in order to provide differentiation and interventions for students.

iReady Data/Reports:

- How to access and utilize Instructional Groupings Reports - This report groups students with similar instructional needs and provides detailed instructional priorities and classroom resources to support differentiated instruction for each group.
- How to Utilize Reading Buddies created within iReady
- Prerequisite Class Report and Ready Lessons for Math - Groupings (Likely Acquired the Skill, Needs Additional Support, Needs In-Depth Review/Support)
- Tools for Scaffolding Comprehension - Provides lessons for students that are A) Two or More Grade Levels Below and B) One Grade Level Below in order to prepare students for upcoming grade-level instruction through a focus on priority skills.
- Tools for Instruction (Specific Lessons that include a Check for Understanding including a reference chart for teachers in the format of "If you observe..., the student may..., Then try...")

Differentiated Math Centers (Below Level, on Level, and Above Level):

- How to utilize Standards Mastery Assessments - These are brief, standards-based, formative assessments. Once the assessment is complete teachers have access to Differentiated Instructional Support PDFs for recommendations and resources from Ready® and iReady that support further instruction.
- iReady Instructional Usage: How to analyze the specific data points provided and recommended action steps to be taken to support students.

TE21 CFAs and Benchmarks (ELA, math, science, and social studies):

- How to best utilize CFAs
- Analysis of Benchmarks through item and standards analysis
- Based on the data creating action plans that include instructional decision-making regarding pacing, small group instruction for remediation/extension, reteaching, differentiation, and interventions.

DESSA:

- Utilizing the resources from Aperture Education for whole class, small group, and 1:1 that will support students in the areas of Foundational Practices, Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Goal-Directed Behavior, Personal Responsibility, Decision Making, and Optimistic Thinking. Teachers also have access to home supports, strategies, and teacher reflection and action supports.

Literacy Footprints Implementation:

- Our 3rd grade piloted the implementation of Literacy Footprints this year. They had PD as well as coaching that supported them throughout the year. This allowed teachers to meet the needs of students that were below grade level, on grade level, and beyond grade level. The focus was on understanding our Early, Emergent, Transitional, and Fluent readers and their specific needs. Support and PD focused on key actions for implementing with fidelity as they integrated reading, word study, writing skills, and strategies that are all aligned with the literacy continuum.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	100	105%
First Grade	107	103%
Second Grade (optional)	99	108%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	6
First Grade	21

District Name: Hampton

District Professional Development Summary

District-wide we provided LETRS training to all K–3 grade teachers, interventionist, instructional coaches, administrators, and SPED teachers which included both Palmetto Literacy Project Schools and non-PLP schools. In our PLP we included ELA teachers through 6th grade. We also provided virtual, face-to-face, and school based small group personalized learning around using iReady Learning. This PD included administering and analyzing the universal screener & benchmarks assessments, meeting typical & stretch growth goals, the Teacher Toolbox for whole group & small group lessons, the Tools for Instruction for data specific next steps for MTSS intervention support, and the personalized learning software.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	163	93%
First Grade	177	101%
Second Grade (optional)	164	81%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	127
First Grade	161

District Name: Horry

District Professional Development Summary

During the 2022–23 school year, Horry County School District (HCSD) used the South Carolina Multi-Tiered Support System (SCMTSS) Guidance Document, its protocols, procedures, and guidelines to review, develop, and align interventions and instruction in grades K–12.

To ensure continuity, to build capacity and grow a better working knowledge and understanding of the SCMTSS framework, the HCSD Leadership Team and HCS District Specialists met with various stakeholders weekly/monthly to:

- review student data at the school and district level,
- model best practices and provide strategies to improve Tier 1 Core instruction for all learners during whole group and small group instructional settings,
- provide opportunities for communication and collaboration among colleagues in order to promote district wide continuity with regard to the SCMTSS requirements, and
- problem solve hurdles and /or challenges in Tier 2 and Tier 3 instructional models in order to align state standards and on grade level content instruction.

These meetings were held on-site at the district office complex to allow opportunities for leadership team members to attend (when available) and engage in discussions to support continuous improvement of the SCMTSS implementation. Building level administrators also attended monthly meetings to problem solve and make instructional planning decisions regarding all three tiers of instruction. Meeting topics and discussions were centered around data from a plethora of formal and informal assessment information. Instructional practices, instructional settings and program decisions were often impacted based on these meetings across all levels of the educational system.

Providing quality Tier 1 core content and Tier 2 and 3 intervention instruction was paramount to our [Mission and Vision](#) as a district. Links below are a few additional documents that indicate some ways that HCSD worked to provide opportunities to ensure that we are focused on supporting and attaining our mission and vision.

- [SPED ELA](#)
- [Intervention Modification](#)
- [Example of Site Visit Menu Options](#)
- [Examples of Additional PD](#)

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	3405	106%
First Grade	3484	106%
Second Grade (optional)	3205	97%

Screening Tool: DIBELS 6th or 8th Edition

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	2185
First Grade	1488

District Name: Jasper

District Professional Development Summary

The professional learning opportunities related to reading difficulties provided for educators in Jasper County School District for the 2022–23 academic school year include LETRS, Open Court, Read to Succeed, Leveled Literacy Intervention, Literacy Assessment Portfolio, Small Group Instruction, Instructional Framework, MTSS Overview with a focus on the Decision Tree, Data Chats, TDA and Writing Workshop, Evidence-based Instructional Practices, and Mentor Texts.

These professional learning opportunities afforded our educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Specifically, LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction-phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	214	100%
First Grade	244	100%
Second Grade (optional)	237	100%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	40
First Grade	96

District Name: Kershaw

District Professional Development Summary

Literacy and MTSS coaches provided the following PD to all nine elementary schools in Kershaw County throughout the year. Coaches met twice a month with teachers at grade levels to deliver PD. The following was provided this year:

- Acadience/DIBELS training,
- Letterland Phonics training,
- ELA Unpacking Standards,
- Engaged Readers,
- F&P Benchmarking (3rd),
- Monthly MTSS Meetings,
- Data Analysis,
- Problem-Solving MTSS Meetings,
- Literacy Playbook training,
- Student Engagement Strategies for Reading,
- Digital Literacy in Reading,
- Small Group Best Practices and Set up,
- ELA lesson planning,
- Station Rotations,
- Workshop Model,
- Progress Monitoring,
- Coaching Cycles,
- Fidelity Checks for all three Tiers,
- Differentiated Core Plans,
- Word Work,
- Interactive Read Aloud with Science integration,
- Guided Reading,
- Tier II Interventions for Enrichment and Intervention,
- DOK and Rigor of Assessments in Reading,
- Dyslexia Signs,
- LETRS (JES), and
- Science of Reading.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	316	42%
First Grade	541	66%
Second Grade (optional)	650	87%

Screening Tool: Acadience Reading (formerly DIBELS Next)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	209
First Grade	310

District Name: Lancaster

District Professional Development Summary

In September of 2022, intervention providers in all elementary schools were trained on using the SPIRE program for tier 3, general education intervention. Each month that followed, intervention providers were engaged in ongoing professional development and on-site coaching provided by a district-level Instructional Specialist to support continued growth in best intervention practice. Specific learning targets for the ongoing PD included phonological awareness, phonics, sentence fluency, multisensory instruction, and strategies for supporting language comprehension. All teachers and administrators in five of our elementary schools identified in the Palmetto Literacy Project participated in ongoing LETRS training and PLCs. In addition, school-based Reading Coaches were engaged in monthly professional development and side-by-side coaching provided by our district's Literacy Specialist. Embedded in this ongoing, job-embedded PD was strategies to support the classroom teacher in providing research-based tier 1, 2, and 3 instruction within the classroom. Instructional Coaches in our secondary schools also had ongoing opportunities to collaborate with our Secondary Instructional Specialist.

Through our MTSS framework and ongoing MTSS meetings, coaches and intervention providers worked together to support classroom teachers in research-based intervention strategies to meet the targeted needs of learners in the classroom as identified by the Universal Screener and/or progress monitoring data.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1186	101%
First Grade	1320	107%
Second Grade (optional)	1230	100%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	656
First Grade	560

District Name: Laurens 55

District Professional Development Summary

This year four of our six elementary schools received LETRS Year One Training. All schools received training on strategies and effective Tier 2 instruction as it relates to reading. We partnered with the SCDE to provide support in our English Department at the high school.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	395	97%
First Grade	383	91%
Second Grade (optional)	0	0%

Screening Tool: FAST (FastBridge)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	188
First Grade	128

District Name: Laurens 56

District Professional Development Summary

District Literacy Specialists, and School Psychologists created a video to show how the intervention process works and what needs to be included. This was shared with principals and teachers. All K–3 teachers participated in PLCs for LETRS training and gained a lot of knowledge about helping students with reading difficulties and strategies.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	204	102%
First Grade	209	99%
Second Grade (optional)	0	0%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	8
First Grade	98

District Name: Lee

District Professional Development Summary

In July 2022, Lee County School District offered a mini-conference for all instructional and administrative staff. The conference theme was StrategicLEE Preparing for Success. During the conference, we offered sessions such as Multi-tiered Systems of Support, Classroom Management: Success Built on Preparation, School Safety, Professional Learning Communities that Makes a Difference, Innovating through the Instruction Hub, Social Emotional Learning: Practices that Work, Promoting Young Children's Social Emotional Competence, Leadership Principles that Work, and Implementing Elementary ELA Curriculum Resources. All sessions were geared towards providing a safe learning environment, promoting social-emotional wellness for students and staff, and implementing effective instructional strategies for continuous improvement. A group of teachers also worked to design an ELA pacing and curriculum guide for K–5. Our elementary teachers and administrators engaged in the LETRS training this year through the LETRS platform, virtual training, and collaborative sessions in their grade-level meetings. Each school held professional learning communities bi-monthly or monthly in their schools focusing on student achievement. At the secondary level, we had a consultant work with the ELA and social studies teachers three times a week. She also worked with small groups of students. Teachers at all levels participated in training with vendors for instructional programs and textbooks.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	121	100%
First Grade	101	99%
Second Grade (optional)	95	98%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	109
First Grade	74

District Name: Lexington 01

District Professional Development Summary

R2S Courses (Offered to all teachers)

- Fall 2022- Foundations of Reading- Motley
- Fall 2022- Instructional Strategies- Poole
- Fall 2022- Assessment of Reading- Gillaspay
- Spring 2023– Assessment of Reading- Vicari
- Spring 2023– Instructional Strategies- Gillaspay

Other Trainings and Opportunities

- Literacy Live Events (Offered to elementary teachers)
- Leveraging Student Talk: The Power in a Simple Message- March 2
- High Leverage Reading Strategy: STP- March 7
- Sight Words, Snap Words, HFW, Oh word! - March 21
- Small Group Instruction and Decodables: The Perfect Fit - April 20
- Teachers College Reading and Writing Project Partner Schools (Deerfield, Carolina Springs, Red Bank, Lexington Elementary Schools)- Each school participated in five days for grades K–2 and 5 days for grades 3–5
- Next Steps in Phonics and Word Study in the Upper Grades - PL Facilitated by Lori Poole
- Carolina Springs Elementary January 17, March 9, March 29
- Saxe Gotha Elementary December 5, February 28
- New Providence Elementary November 15 and March 3
- LETRS Volume 1 Forts Pond Elementary
- SOR with Sped! PL for IAs April 19th 1:00-2:30
- ELA Cross-District Collaborative Planning Day- New Standards Unpacking - All grades/All schools
- Reading Recovery Residencies at Lexington Elementary, Rocky Creek Elementary, Centerville Elementary, and Red Bank Elementary--year long PL through side by side teaching focused on differentiated lesson planning for small group reading instruction and ongoing daily assessment
- School Based New to Two Support with Lainie Powell
 - (Lainie worked with coaches to design PL for new to two teachers (teachers in first and second year of teaching). The topics included mini-lessons, conferring and small group instruction)
 - August 31, September 28, October 26, January 9, February 9, March 13
- Littera Tutors Support
 - March 6 8:00-10:00
 - May 17 8:00-10:00
- Julie Wright Info
 - CSMS - ELA PLC Support
 - October 7, October 10, October 18, October 31, November 11, November 29
- Intro to Student Centered Coaching - November 16

- Spring 2023 Book Studies- K–8 teachers
 - A Teacher's Guide to Reading Conferences by Jennifer Serravallo
 - March 30, April 25, May 23
 - A Teacher's Guide to Writing Conferences by Carl Anderson
 - March 28, April 25, May 23
 - Carolina Springs Elementary Next Moves in Conferencing with Readers (K–5)
 - February 22 3:00-4:00
- Reading Conferences Labsites
 - Carolina Spring Middle March 20
 - White Knoll Middle March 28

Early Literacy Graduate Courses through Clemson

- Fall 2022- Early Literacy Assessment & Instruction I - Peggy Phillips
- Fall 2022- Reading Recovery Teacher I- Peggy Phillips
- Fall 2022- Reading Recovery Teacher Practicum I- Peggy Phillips
- Spring 2023– Early Literacy Assessment & Instruction II- Peggy Phillips
- Spring 2023– Reading Recovery Teacher II- Peggy Phillips
- Spring 2023– Reading Recovery Teacher Practicum II- Peggy Phillips
- Early Literacy Mini-Course (Pre-K teachers)
 - September 22, December 1, January 26, February 23
- New to Pre-K Teacher Early Literacy Support
 - September 15, October 20, November 17, December 8, March 16, April 20
- Interactive Writing PD Saxe Gotha Elementary K–2 teachers
 - October 19 12:15-1:45
- Reading Recovery Ongoing Professional Development
 - August 11, November 2, January 5, January 6, January 23, May 3

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	2020	106%
First Grade	2206	105%
Second Grade (optional)	0	0%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	1506
First Grade	1729

District Name: Lexington 02

District Professional Development Summary

Teachers at three of our elementary schools participated in the first year of LETRS training this year; we are providing a one-day workshop from Jan Burkins on *Shifting the Balance* in June; reading coaches provided school-level and individual professional development.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	609	101%
First Grade	623	99%
Second Grade (optional)	647	100%

Screening Tool: STAR Early Literacy with STAR CBM fluency tasks

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	414
First Grade	465

District Name: Lexington 03

District Professional Development Summary

Please see Lexington 3's [MTSS process summary document](#) for more information on professional development plans.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	137	103%
First Grade	132	86%
Second Grade (optional)	0	0%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	59
First Grade	87

District Name: Lexington 04

District Professional Development Summary

Through the two full time instructional coaches, the ECC and Sandhills Primary focused on small group and shared reading strategies twice monthly in the fall, and standards-based instruction, including the science of reading strategies twice monthly in the spring. In addition, all staff are currently in Volume 2 of LETRS training. This has substantially grown our knowledge and skill with the teaching of students with reading difficulties. Finally, a district MTSS team comprised of school psychologists and interventionists meet every other month to develop their knowledge and refine the district's MTSS intervention process and protocol.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	242	100%
First Grade	273	99%
Second Grade (optional)	242	99%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	24
First Grade	153

District Name: Lexington/Richland 05

District Professional Development Summary

Professional Development for teachers pertaining to reading difficulties was conducted with staff in grades K–12. At the elementary level, training was provided to interventionists, instructional assistants, and other staff members that provide intervention on the following topics:

- Review of goal setting for students in intervention
- Communication with core teachers to align goals and instruction
- Updates with FastBridge progress monitoring
- Setting text reading goals in addition to FastBridge goals
- Text-leveling using quantitative and qualitative measures
- Determining district equating levels
- Continued study of text demands for reading records/benchmarks
- Examining Progress Learning questions for SC Ready to increase the rigor of questioning
- Studying NWEA MAP RIT bands for grouping decisions and instructional needs
- Science of Reading examination, and
- Discussion of text complexity from new ELA standards.

In addition to the PD mentioned above, the elementary level also had a Core Intervention Team and district-wide MTSS (including RtI) meetings with school principals, Coaches, Interventionists, School Psychologists, Speech Language Pathologists, and special education staff. Topics for these meetings were varied and numerous.

At the secondary level professional development focused on:

- MTSS implementation
- Addressing Tier 3 needs
- An assessment materials review and exploration
- Reading assessment training
- Current intervention practices and a revision of plans, and
- A process of Research, Learn, Explore, Grow followed by Plan, Design, and Prepare for full MTSS implementation.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1053	100%
First Grade	1100	99%
Second Grade (optional)	456	37%

Screening Tool: FAST (FastBridge)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
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Kindergarten	373
First Grade	452

District Name: Limestone Charter

District Professional Development Summary

The leadership team offered multiple science of reading trainings for our staff, particular and K–2 team as well as our special education department. These trainings focused on filling gaps that may have been created during the Covid years as well as brain-based learning for early childhood development.

In addition to these focused PD options, monthly PDs were provided to focus on various aspects of literacy and math instruction, as well as learning strategies and motivational support.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	114	98%
First Grade	110	100%
Second Grade (optional)	0	0%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	13
First Grade	19

District Name: Marion

District Professional Development Summary

The following professional development opportunities related to reading difficulties were provided during the 2022–23 school year:

- LETRS
- Fountas & Pinnell Benchmark Assessment
- Open Court
- iReady
- Leveled Literacy Intervention
- Read 180
- Guided Reading/Centers

All K–3 teachers, reading interventionists, special education teachers, and administrators participated in the LETRS training. LETRS is an evidence-based literacy professional learning solution that uses Science of Reading pedagogy to provide teachers with deep knowledge and the essential skills to master the fundamentals of literacy instruction to apply and transform student learning.

Professional development on the Fountas & Pinnell Benchmark Assessment was provided to new K–5 teachers and interventionists. This system is an accurate and reliable tool to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

Open Court training was provided to the district's team. Open Court is a comprehensive K–5 curriculum that is aligned to the Science of Reading.

iReady training was provided throughout the school year for grades K– 8. iReady is an online assessment and instruction that helps teachers provide all students a path to proficiency and growth in reading.

Leveled Literacy Intervention (LLI) professional development was provided to reading interventionists as needed. This short-term intervention provides daily intensive small group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.

Read 180 professional learning opportunities were provided throughout the school year to our middle schools. Read 180 is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction, student assessment, and teacher professional development.

Guided reading and center professional development was provided to schools as needed. Guided reading is a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	267	100%
First Grade	283	100%
Second Grade (optional)	126	42%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	168
First Grade	166

District Name: Marlboro

District Professional Development Summary

61 of our teachers successfully completed LETRS Volume I: Foundations of Reading and Assessment of Reading. In addition, the following professional development trainings were completed in the district:

- Small Group Instruction
- Using Data to Inform Instruction and Differentiate Instruction
- Using IXL for all Tiers of Instruction

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	233	102%
First Grade	269	99%
Second Grade (optional)	221	82%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	151
First Grade	192

District Name: McCormick

District Professional Development Summary

K–5 administrators, teachers and teacher assistants participated in LETRS training. District training on MTSS and rigor and relevance was given to all staff. Professional Learning Communities happened weekly and gave teachers and support staff strategies to implement and follow up. Personalized learning PD opportunities were provided to staff by knowledgeworks and the Office of Personalized Learning.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	36	100%
First Grade	33	100%
Second Grade (optional)	0	0%

Screening Tool: FAST (FastBridge)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	11
First Grade	19

District Name: Newberry

District Professional Development Summary

Four schools participated in the LETRS training offered by the state department. Reading coaches met monthly to discuss and plan informational sessions to take back to the teachers in the building. Benchmark Phonics Intervention kits were purchased for any school that needed the supplies. The UFLI Foundations program was purchased for our remaining elementary schools that did not participate in LETRS training.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	416	100%
First Grade	463	100%
Second Grade (optional)	0	0%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	21
First Grade	41

District Name: Oconee

District Professional Development Summary

MTSS training was conducted for reading interventionists prior to the start of the year; a Fountas & Pinnell ELA Collaboration professional development for all elementary teachers was offered as part of the fall in-service day and repeated for the spring in-service day; a session on how to use running records to determine flexible groups and inform instruction was also offered to all elementary teachers on the spring in-service day. District MTSS coaches continued to provide on-site professional development and support; the district English Language Arts content specialist work with teacher individually and in groups throughout the school year.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	784	108%
First Grade	805	105%
Second Grade (optional)	813	108%

Screening Tool: FAST (FastBridge)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	316
First Grade	330

District Name: Orangeburg

District Professional Development Summary

Orangeburg County School District offered face-to-face professional learning opportunities for administrators, instructional support, teachers and teacher assistants that focused on instructional and intervention strategies that would impact student learning and enhance the delivery of instruction. Sessions offered throughout the school year during district-wide professional development events, as well as school-level learning communities, focused on reading, literacy, intervention, cooperative learning groups, data analysis, student engagement, phonological awareness, curriculum and standard alignment, and text dependent analysis.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	804	107%
First Grade	776	107%
Second Grade (optional)	816	106%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	130
First Grade	282

District Name: Pickens

District Professional Development Summary

The School District of Pickens County focused on Multi-Tiered Systems of Support (MTSS) and the Science of Reading during 2022–23. All levels gained initial understanding of MTSS and elementary schools began learning the Science of Reading and how to apply it in our literacy work.

During the 2022–23 school year, the School District of Pickens County focused on building knowledge of MTSS to set the stage for our strategic plan work over the next five years. This development happened through our monthly instructional district leadership team meetings, reading/instructional coach meetings, conference attendance, and a site visit to a model PLC district.

At the outset of the year, district leadership reviewed data across our system to build data literacy and understand the reflection of work to do in tier 1. In the early fall, leadership teams attended Solution Tree's RTI at Work conference. Each school established a guiding coalition to lead the MTSS process for their campus. Collaborative Teacher Teams began a review of standards to determine which were essential. Schools were tasked with addressing their master schedules to ensure that adequate tier 1, tier 2, and tier 3 time was included and supported the work of all students to learn at grade level or higher.

In January, leadership had a full day of development in sessions on PLCs at Work with a focus on the Guiding Coalition along with a deeper dive into essential standards. We continued to build data literacy in reflecting on winter data using the 4 questions of a PLC. In March, all teachers and leadership attended district professional development that included sessions to collectively build knowledge on guiding coalitions, essential standards and behaviors, PLCs, and what it means to have high levels of learning for all students.

We ended the year by spending 2 days with all district leaders diving deeper into the concepts they will employ with their staff in 23–24. Day 1 included understanding of how our district and schools will function as a PLC as they observed model Collaborative Teacher Teams, refined master schedules, and defined the key terms that would drive the work. Day 2 involved models of Guiding Coalition work, definition of coach and principal roles in the work, and learning how the district and school guiding coalitions would work through the 4 questions of a PLC. We believe the commitment to this work will ensure that all students can learn at high levels.

In addition to the MTSS work, all of our elementary schools learned about the Science of Reading, with three schools specifically engaged in year one training of Language Essentials for Teachers of Reading and Spelling (LETRS). Reading Coaches met monthly and learned about the major models of the Science of Reading including the Simple View of Reading, the Four-Part Processing Model, and Scarborough's Rope. They used this knowledge and book study work with *Shifting the Balance* to help teachers understand where adjustments could be made to phonics instruction. Teachers were encouraged to apply the new learning which included devoting more time to foundational literacy in the early grades to provide explicit instruction and

practice with decodable texts. Coaches facilitated the learning and supported classrooms through planning, modeling, and co-teaching. They worked with teachers to identify major skills and concepts and understand the success criteria for mastery.

Coaches also deepened their understanding of MAP Reading Fluency results and how to support teachers in their work with this data. In January, our NWEA representative trained coaches on the use of instructional planning reports and showed them how the domain percentiles were reflected in screener outcomes reports. They also learned more about the progress monitoring capabilities in the foundational skills. Coaches used this training to support teachers in their planning during school Data Day sessions.

In our 3 Palmetto Literacy Schools, extended time was spent in weekly learning through LETRS and application of that learning through Open Court Curriculum. This included a full day professional development on each of the four units in Volume 1, three job-embedded coaching sessions on Open Court curriculum, and a site visit for a team from each school to see how another district was teaching that curriculum. In the latter part of the year, schools were assessed for readiness for LETRS training and additional sites expressed interest. Instructional Services team members went out and talked directly with teachers at each of these sites about the training. We will have five sites involved in year one training for the upcoming school year.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1215	103%
First Grade	1285	104%
Second Grade (optional)	1194	100%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	821
First Grade	608

District Name: Richland 01

District Professional Development Summary

During the school year the district provided PD opportunities related to reading difficulties for teachers:'

- LexiaCore5 Launch
- Interventions and Strategies to Support Reading and writing skills
- Reading A-Z: Planning for Small Group Instruction and Intervention
- Instructional Framework for Reading instruction for MTSS Chairs
- Other school staff PLC PD addressing student reading difficulties and appropriate interventions.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1900	117%
First Grade	2052	120%
Second Grade (optional)	0	0%

Screening Tool: STAR Early Literacy with STAR CBM fluency tasks

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	777
First Grade	904

District Name: Richland 02

District Professional Development Summary

Richland School District Two provided training throughout the year to help develop teachers in their continued professional development in literacy. This past year, teachers in K–3 grades were trained through IMSE (Institute for Multisensory Education) in Orton Gillingham. Teachers went through 30 hours of training to achieve certification in Orton Gillingham practices. Our SPED department trained all new and behavioral support teachers in IMSE: OG at the elementary level. Currently, three of our schools are going through LETRS training through Lexia Learning. All of our elementary interventionists were trained in Morphology Plus through IMSE this past November. This was a 30-hour training to support our interventionists in their understanding of morphology and how to apply it to our tiered instruction.

In addition, our district academic specialists provided training throughout the year with Orton-Gillingham methods, assessments, and curriculums used in tiered instruction for all teachers, interventionists, and staff. In June, our district is training K–5 teachers with IMSE: OG Comprehensive Plus, another 30-hour training for teachers to support children with reading difficulties in the classroom.

Richland School District Two is dedicated to the research and science behind how children learn to read and is putting efforts into continuous training for teachers to improve the literacy development of our students.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1851	100%
First Grade	1943	100%
Second Grade (optional)	0	0%

Screening Tool: easyCBM Reading

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	589
First Grade	703

District Name: Saluda

District Professional Development Summary

At Saluda Primary/Saluda Elementary (SPS/SES) this year, we have been focused on LETRS training and Kagan Cooperative Learning. Our LETRS training has equipped us with ways to help students who may be struggling with the decoding and encoding components of reading and writing. Throughout the weekly LETRS PLCs, teachers have learned about phonemic awareness, beginning phonics, advanced decoding, spelling, and word recognition. Teachers have analyzed how each of these components are currently taught during our phonics instruction (Literacy Footprints word work during guided reading, Letterland, and Scholastic Literacy) and phonemic awareness instruction (Heggery). Using the LETRS Phonics lesson plans, we have made adjustments to include any components that were missing from our current plans. We have also evaluated our current spelling instruction and practice to include some of the best practices suggested in our LETRS training. Finally, teachers used the LETRS Spelling Scope and Sequence to ensure that all suggested phonics rules were taught in the correct grade level. This LETRS training validated the fact that Tier 1 instruction is the most important factor as to why students struggle. By providing this training to all staff, we are strengthening Tier 1 instruction while also aligning Tier 2 and Tier 3 instruction due to that fact that all staff members are hearing the same information.

At the beginning of the 2022–23 school year all teachers received Kagan Cooperative Learning training. This training helped strengthen student engagement in the classroom. Throughout the year, teachers received classroom coaching on their Kagan practices from a Kagan trainer. To strengthen practices in the classroom, coaches have worked with the teachers to ensure Kagan structures are being used throughout the five basic areas of the lesson: accessing prior knowledge, processing during direction instruction, checking for understanding, practice, and review. Cooperative learning encourages discussion and participation from all students, therefore even students who may be struggling have the opportunity to learn from others through coaching and participate in the group discussions.

During the 2022–23 school year at Hollywood (HES), our professional development has focused on our school-wide instructional goal - How can vocabulary strategies, total participation strategies, and text dependent analysis strategies help build articulate communicators? Our grade level PLCs focused on Kagan Structures, Text Dependent Analysis Reading and Writing, and Vocabulary strategies that our teachers can implement in their classroom instruction to support our school instructional goal, in the areas of vocabulary, responding to questions, speaking, writing, and reading. All 4K–5th grade teachers were taught to use the Picture Word Induction Model, PWIM, strategy to help build vocabulary within our students. This model helps students add words to their sight-reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in a variety of words. A school-wide implementation of the READ strategy was a focus for the first semester in our PLCs and 4K–5th grade classrooms. READ stands for: R-restate the topic, E-evidence to support your answer, A-analysis of evidence, D-draw a conclusion. Each grade level reviewed age-appropriate expectations for each component of the READ strategy to help support reading and writing instruction. The READ strategy is now a part of our ongoing reading and writing instruction

school-wide and is infused in all content areas. During the second semester, our PLCs focused on a school-wide book study of *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. After analyzing our reading and writing data, our teachers and administrators felt that we have specific areas to focus on to enhance our Balanced Literacy program, especially in the areas of phonemic awareness and phonics. We will continue to focus on the Science of Reading, as we will hopefully begin LETRS training during the upcoming school year. Throughout the year, Developmental Reading Assessment and District Writing Assessment results are analyzed to drive classroom guided reading and writing instruction, as well as inform decisions for our Hornet Intervention Time that is built into our master schedule.

Saluda Middle School has provided professional development that focuses on reading across content in order to incorporate reading and writing tasks and activities in content area instruction. Administrators discuss this process and strategies to enhance reading and writing following walkthroughs and post-conferences. In addition, teachers are modeling close reading through questioning, making connections, and synthesizing information to support comprehension. There has also been purposeful planning on how to utilize MAP data to pinpoint reading deficits.

Throughout this school year teachers at Saluda High School (SHS) have completed professional development (PD) that explored the importance of analyzing data and applying that understanding in their classrooms in order to improve and adjust their instruction. By analyzing assessment data teachers are able to more effectively choose pedagogy that can be used to improve classroom instruction and literacy for all students. In our PD, teachers analyzed students' ACCESS scores in order to work more effectively with our multilingual learners. This PD required teachers to dig deeply into the meaning of the scores our students received and their skill deficits, which in turn allowed teachers to better plan instruction. Teachers also attended a PD which focused on accommodations and modifications that are found in students' Individual Education Plans (IEP). By gaining a better understanding of these accommodations, teachers are more aware of ways in which to differentiate all instruction and recognize and understand where students' disabilities affect their ability to learn in the classroom.

Teachers also received PD reviewing our MTSS framework at SHS. We reviewed the meaning and purpose of Tier I, Tier II, and Tier III interventions and how we progress through each tier. We discussed our process of pulling and analyzing data in order to make data driven decisions and how that then helps us to develop the best intervention plan for the student. Teachers were also given an opportunity to discuss various scaffolding and differentiation options for students in their classroom in order to ensure that Tier I and Tier II are fully implemented prior to students moving to Tier III.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	164	101%
First Grade	205	100%
Second Grade (optional)	25	12%

Screening Tool: FAST (FastBridge)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	58
First Grade	81

District Name: SC Charter School District

District Professional Development Summary

Below are lists that individual schools provided to the SCPCSD. The responses were not sorted by school but were submitted as a whole; please contact the district with questions about specific trainings received by each school.

- ELA updates Barnes and Noble order, and Sadlier check in with the ELA teachers
- Grading and Assessments
- SPED discussion (tips & reminders)
- Unbox F&P Kits (5K - 5th ELA teachers)
- Sadlier Discussion (5K - 2nd ELA teachers)
- Jennifer Woods: Decomposing ELA/SS Standards
- Read to Succeed PD courses are offered throughout the year. Each course is 6 weeks which equals 60 PD hours.
- The Science of Reading Lexia webinars have also been provided to all teachers.
- The Reading Coach also has an open hour workshop time every Monday after school for teachers.
- Project Read training through Southern Wesleyan for the whole staff; EL Education Curriculum PDs
- Teachers participated in a training for our phonemic awareness program called "Sound City." Teachers also participated in a PD For our phonics program called "Reading Horizons."
- Framing your thoughts, Project Read Phonics, Coaching cycles with Literacy Coach
- Administering the Montessori Reading Pathways Assessment with Fidelity
- Using Assessment Data to group students for foundational skills.
- (Organizing skill groups and scheduling time for these lessons.)
- The Language Avenue of the Montessori Curriculum (Phonemic Awareness, Phonics, Word Study, Grammar, Vocabulary, and Sentence Analysis)
- Progress Monitoring Language Skills and grouping by skill level
- Science of Reading (Overview)
- Consider the Montessori Curriculum and Alignment to the SoR Literature
- Understanding Text Dependent Analysis
- Building Vocabulary in the Montessori Environment
- Montessori Convention in March with many opportunities for Professional Development in all areas
- Understanding Data to drive instruction. Met with the first-grade teacher regularly during the year to discuss student progress and look at data (MAP, Aimsweb, and in class assessments) to determine differentiation and strategies to support growth.
- In-school PLCs
- PD opportunities related to literacy and reading difficulties:
 - August 5, 2023– Morning: Literacy Footprints Intervention training for our interventionists Afternoon: Running records training for all classroom teachers. Both sessions were led by our reading coaches.

- November 1, 15, and 29- Half-day professional development was provided for all grade levels by our reading coaches. The focus was on analyzing running records.
- January 11–13, 2023– A group of six teachers attended the Southeastern Reading Recovery and Early Literacy Conference.
- January 28-31, 2023– A group of six teachers attended LitCon: National K–8 Literacy and Reading Recovery conference in Columbus, Ohio.
- easy CBM training was provided to all teachers on the following dates this year: 8/19, 1/13, & 5/12. We tested 3 times this year.
- Weekly PLCs discussed strategies to help struggling readers
- One Teacher completed a pd series on reading difficulties and shared the information with colleagues.
- Monthly PDs related to areas of whole school weaknesses (Phonics, Vocabulary) and how to improve T1 and T2 instruction in the classroom to support these needs. (total of 10 sessions)
- Professional Development from iReady representative to support small group instruction utilizing lessons in iReady
- Professional development on identifying dyslexia and how to support students with Dyslexia
- Professional Development (three, one hour sessions) on the roll-out of our new reading small groups model utilizing LLI, Sound Sensibles, SPIRE and Foundations.
- Our teachers are currently participating in professional development which includes training, mentoring and co-teaching with Project READ. Our school is participating in their Phonics, Linguistics and writing programs.
- Monthly PLC meetings, one-on-one coaching for student interventions
- A school-wide focus was to improve tier 1 instruction. Our instructional coaches held Targeted PD weekly to support staff in this area, as well as completed teacher coaching cycles for individualized support. Staff continued training through SWU for Project Read and Framing Your Thoughts as well.
- 16 hours of training through STEP
- EL Education worked closely with our K - 2 grade band on how to differentiate phonics instructions based on the screening results within small groups and whole group instruction. We also utilized MAP data and compared to the AIMS Web screening to get a more direct and clearer picture of where to start addressing reading difficulties within our K - 2 grade band.
- Teachers in Primary grades, SPED and interventionist received training on easyCBM. Teachers reviewed, analyzed, and synthesized data to identify needs triangulating data from various reporting platforms including iReady diagnostics, CASE benchmarks, and teacher assessments to formulate intervention plans for students in needs. Teachers also received weekly Coaching sessions from Executive Director, Assistant Principal, and contracted coaches. Teachers received weekly PDs on various topics all to improve and increase student learning. Teachers received quarterly Professional Development outside the classroom to provide tools and enhancements on various teaching strategies and effective small groups.
- Teachers participated in Read Succeed Courses through the state, MTSS intervention virtual sessions, and literacy focused grade level meetings every 1st Tuesdays.
- Balanced Literacy and LETRS Training

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1282	99%
First Grade	1332	100%
Second Grade (optional)	440	36%

Screening Tool: Multiple screeners

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	434
First Grade	516

District Name: Spartanburg 01

District Professional Development Summary

For the 22-23 school year, an Orton-Gillingham training class for up to 44 teachers was provided. Kindergarten teachers also were provided with a new resource called Magnetic Reading and received training in that along with training in the new ELA standards. We use our reading coaches and reading interventionists trained in Orton-Gillingham and Reading Recovery to offer short PD sessions on Running Records and various topics during grade-level meetings. Coaches also do coaching cycles with teachers. Patty McGee and Kelly Boswell came in to help create a strong writing foundation with our teachers. Berit Gordon worked with our teachers and we held a district-wide book study on the JOYFUL TEACHER. This book had many literacy strategies.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	272	63%
First Grade	435	101%
Second Grade (optional)	0	0%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	3
First Grade	21

District Name: Spartanburg 02

District Professional Development Summary

Professional development opportunities related to reading difficulties provided to teachers in Spartanburg 2 for the 2022–23 school year were led by district literacy coaches or outside of the district professionals. Read to Succeed courses on Foundations of Reading, Instructional Practices and Assessments were provided throughout the school year. Other PD's specific to reading difficulties provided were as follows: Institute for Multi-Sensory Education Orton Gillingham, LETRS, Data Analysis and Action Steps, High Impact Team Training, iReady, Teacher Clarity (Doug Fisher), Guided Reading, Jennifer Serravallo-The Reading Strategies Book 2.0 (Strategies and Feedback, Using Pictures to Read and Write, Spelling and Reading with Accuracy, Engaging Readers and Writers, Reading and Writing Narratives), Fountas and Pinnell training and refreshers, Leveled Literacy Instruction training and support, and Interactive Read-Alouds.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	920	100%
First Grade	952	100%
Second Grade (optional)	903	100%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	116
First Grade	180

District Name: Spartanburg 03

District Professional Development Summary

Professional development (PD) opportunities related to reading difficulties provided to teachers in the district during the 2022–23 school year include the following:

- District PD for Reading Recovery Teachers: Ongoing Professional Development led by Mike Moss, Clemson University Teacher Leader
 - Monday, September 19, 2022, from 3:30-5:00
 - Monday, October 10, 2022, from 1:00-3:00
 - Monday, November 21, 2022, from 3:00-5:00
 - Monday, December 12, 2022, from 12:30-3:30
 - Monday, February 13, 2023, from 3:00-5:00
- LETRS Year 1 Training at Pacolet Elementary
- Running Record Training for first- and second-year teachers at Cannons led by the school reading coach.
 - Thursday, August 11 at 8:30-9:30
- Training on creating assessments, pacing guides, and higher-level questioning at Cowpens Elementary School by the school reading coach.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	248	116%
First Grade	205	108%
Second Grade (optional)	0	0%

Screening Tool: aimswebPLUS (Pearson)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	117
First Grade	108

District Name: Spartanburg 04

District Professional Development Summary

Based on research and informed practices, teachers participated in many different PDs to learn more about how the brain learns to read and how we should change our practices to support what we've learned. Teachers met throughout the year to learn more about phonics and what explicit and systematic instruction would look like in their classrooms. PD meetings focused on a variety of literacy topics such as phonemes vs. graphemes, orthographic mapping, sight words vs. high-frequency words, and the six syllable types. During each meeting, teachers could discuss what they learned and how they might apply it with their students. Grade-level teachers also participated in a group study using the book *Shifting the Balance*. Teachers met in groups to discuss what they'd read and how it developed their knowledge and helped shift their mindset in regard to teaching reading.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	191	99%
First Grade	198	99%
Second Grade (optional)	2	1%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	6
First Grade	11

District Name: Spartanburg 05

District Professional Development Summary

We have provided training in: Reading Recovery, Emergent Literacy, Phonics/Phonemic Awareness (Heggerty and Magnetic Reading), Responsive Thinking, Questioning, Thinking, grouping, Interactive Writing, Analyzing data, Orton Gillingham and co-teaching.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	908	114%
First Grade	1028	128%
Second Grade (optional)	1118	144%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	116
First Grade	174

District Name: Spartanburg 06

District Professional Development Summary

1. LETRS Training Volume 1
 - a. This year LETRS training was provided to our three Palmetto Literacy Project Schools: Arcadia, Jesse Bobo, and Lone Oak Elementary. In addition to K–3 classroom teachers, administrators, MLL teachers, resource teachers, and all nine of our elementary literacy coaches from across the district were trained.
2. Academic Interventionist Training
 - a. We provided a series of three trainings across first, second, and third nine weeks for all of our reading academic interventionists providing them with an overview of the science of reading as well as introducing them to our literacy pathways and screening data from PAST, Heggerty, and LETRS Phonics survey that can help us identify students' biggest areas to target for growth. See links to August and November training below. The third training is described in the third bullet to follow.
 - i. August 12 Academic Interventionist Training
 - ii. November 10 Academic Interventionist Training
3. Foundational Early Literacy Skills & Strategies Training for K and 1 and Academic Interventionists:
 - a. We wanted to make sure that all of our early childhood teachers were able to receive an overview of the science of reading and of the importance of systematic, explicit phonics instructions and targeted intervention so we provided a full day of training to all K5 teachers as well as all 1st grade teachers and our academic interventionists across the district. In the morning part of this training, we provided teachers with an overview of our updated balanced literacy framework to reflect the shifts we have made as a district as well as specific training in phonological awareness, phonemic awareness, and phonics instruction with new resources and new screeners our teachers and interventionists were able to view and interact with. In the afternoon, we collaborated with Camperdown Academy in Greenville, SC to provide scientifically based Orton Gillingham strategies for phonological and phonemic awareness to teachers. Click the link below to view training website we created. This coming fall we will train all second grade teachers and SPED:
<https://sites.google.com/spart6.org/foundationalliteracy/home>.
4. Phonics Training for K–2:
 - a. This summer we will provide a training in partnership with Camperdown to provide optional training to K–2 teachers in phonics instruction. The morning will be a deep dive into the LETRS phonics lesson plan template and the afternoon will be scientifically based Orton-Gillingham strategies that target our top three areas our students have difficulty with in phonics including vowels, blends, and irregular patterns.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
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Kindergarten	737	101%
First Grade	798	101%
Second Grade (optional)	819	100%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	176
First Grade	270

District Name: Spartanburg 07

District Professional Development Summary

Our yearlong professional learning in reading includes an Early Literacy course through Clemson and LETRS volume 1. These courses address:

- Science-based instruction,
- Processing systems of the brain,
- The simple view of reading,
- Scarborough's reading rope,
- Language processing,
- Phonemic awareness,
- Phonics,
- The reciprocity of reading and writing,
- Identifying students with reading difficulties,
- Literacy assessments, and

Instructional strategies to support individual student needs.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	609	101%
First Grade	560	102%
Second Grade (optional)	500	100%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	86
First Grade	269

District Name: Sumter

District Professional Development Summary

The professional learning opportunities related to literacy and reading difficulties provided in Sumter School District during the 2022–23 school year were focused on LETRS. Teachers, Instructional Coaches, and Administrators at all 15 elementary schools are currently working through the LETRS course. Participants attend live unit training sessions each quarter while collaborating with school teams through regularly scheduled PLC meetings.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1062	108%
First Grade	1203	107%
Second Grade (optional)	76	8%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	768
First Grade	763

District Name: Union

District Professional Development Summary

Teachers received training in LETRS throughout the school year along with being provided professional development through grade level meetings with the school level reading coach and the state literacy specialist.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	283	100%
First Grade	294	101%
Second Grade (optional)	48	18%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	163
First Grade	145

District Name: Williamsburg

District Professional Development Summary

Professional development opportunities related to reading difficulties provided to teachers included: analyzing data (MTSS identification/support) to make informed instructional decisions, effectively using data to drive instruction, student grouping based on data, small group instruction, progress monitoring, what differentiated instruction looks like, and literacy strategies/best practices.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	202	95%
First Grade	194	93%
Second Grade (optional)	215	98%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	70
First Grade	144

District Name: York 01

District Professional Development Summary

Teachers in York School District 1 have been provided with professional development opportunities in the following areas: LETRS Training (Volume 1), Project Read (Report Form, Phonics, and Framing Your Thoughts), and Smarty Ants Phonics.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	348	100%
First Grade	344	100%
Second Grade (optional)	258	73%

Screening Tool: MAP Reading Fluency

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	196
First Grade	173

District Name: York 02

District Professional Development Summary

This year we focused on supporting students through literacy strategies and interventions. Each school used data to determine a specific target area and provided PD to strengthen instruction. Some examples are as follows: LETRS Volume 1 training, vocabulary strategies, Shifting the Balance book study (Science of Reading strategies), using decodable books, alignment of resources to support interventions, Ready data analysis, personalized learning pathways and progressions, small group intervention strategies, and conferring with students.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	584	94%
First Grade	626	94%
Second Grade (optional)	661	99%

Screening Tool: iReady Diagnostic

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	385
First Grade	30

District Name: York 03

District Professional Development Summary

- PD on the use of Spelling Inventory data to guide targeted instruction for decoding and encoding provided by District Literacy Coaches.
- PD on the use of Universal Screener data to guide instruction with specific teachers provided by District Administrator for MTSS.
- PD on Universal Screener data and intervention identification provided by District Administrator for MTSS and District Academic Interventionists.

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	855	74%
First Grade	1100	93%
Second Grade (optional)	863	74%

Screening Tool: FAST (FastBridge)

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	431
First Grade	627

District Name: York 04

District Professional Development Summary

Professional Development Opportunities related to reading difficulties for the Fort Mill School District 2022–23 school year:

- Professional Development Offerings for all teachers K–5
 - Reading and Writing in the Content Area
 - Dyslexia Strategies
 - Using Mentor Sentences to Help Support Grammar and Spelling
 - Creating Reading and Writing Toolkits to Make Instructional Decisions
 - Small Group Instruction in the Workshop Model
 - Conferring with Readers and Writers
 - Understanding and Applying Syllable Types and Syllabication
- Coaching Labs Facilitated by Literacy Coaches and District ELA Coordinator
 - Effective Use of Decodable Texts
 - Interactive Read Alouds
 - Shared Writing
 - Mentor Sentences to Help Support Grammar and Spelling
- Read to Succeed Courses
 - Foundations
 - Assessment
 - Reading and Writing in the Content
 - Instructional Practices

Grade Level	Count of Total Students Screened	Percent Screened of Total Grade Level Enrollment
Kindergarten	1170	100%
First Grade	1365	100%
Second Grade (optional)	0	0%

Screening Tool: STAR Early Literacy with STAR CBM fluency tasks

Screening Results

Grade Level	Count of Students Identified as at Risk of Having Reading Difficulties
Kindergarten	107
First Grade	90

Common Acronyms

DOK: Depth of Knowledge

ECC: Early Childhood Center

F&P: Fountas and Pinnell

LLI: Leveled Literacy Intervention

LETRS: Language Essentials for Teachers of Reading and Spelling

KRA: Kindergarten Readiness Assessment

MAP: Measures of Academic Progress

MLL: Multi-Lingual Learner

OG: Orton-Gillingham

PAST: Phonological Awareness Screening Test

PD: Professional Development

PLC: Professional Learning Community

PLP: Palmetto Literacy Project

SPED: Special Education

TDA: Text-Dependent Analysis